

Appendix H: Global Critical Thinking Scoring Template

Overview: This rubric will be used by faculty teaching critical thinking courses to develop rubrics that fit within their specific assignment requirements and discipline. This rubric addresses levels 4, 5, & 6 of Bloom's Taxonomy. (Adapted from St. Petersburg College's Assessment of Critical Thinking (ARC) Scoring Template)

<i>Performance Element</i>	<i>Exemplary (4)</i>	<i>Proficient (3)</i>	<i>Developing (2)</i>	<i>Emerging (1)</i>	<i>Not Present (0)</i>
<i>SLO #1:</i> Students will be inquisitive and ask pertinent questions.	<u>Identifies</u> the main idea or problem with <u>numerous</u> supporting details and examples which are organized <u>logically and coherently</u> .	<u>Identifies</u> the main idea or problem with <u>some</u> supporting details and examples in an <u>organized</u> manner.	<u>Identifies</u> the main idea or problem with <u>few</u> details or examples in a <u>somewhat</u> organized manner.	<u>Identifies</u> the main idea or problem poorly with <u>few or no details</u> or states the main idea or problem <u>verbatim</u> from the text.	<u>Does not</u> identify the main idea or problem.
<i>SLO #2:</i> Students will be self-directed and intrinsically motivated learners.	<u>Anticipates</u> and <u>addresses multiple</u> possible <u>outcomes</u> ; <u>engages</u> in direct and timely <u>action(s)</u> ; takes <u>initiative</u> ; seeks <u>appropriate</u> assistance; owns and <u>leads</u> by <u>managing</u> the learning process.	<u>Anticipates some</u> outcomes, <u>plans</u> some actions, seeks assistance, and <u>actively participates</u> in the learning process.	<u>Considers</u> outcomes suggested by advisors, reflects on possible actions, <u>accepts assistance</u> , and <u>moderately participates</u> in the learning process.	<u>Perseverates</u> on a <u>single outcome</u> to the exclusion of others, <u>ignores assistance</u> , and <u>minimally participates</u> in the learning process.	<u>Does not</u> consider outcomes, seek assistance, or meaningfully participate in the learning process.
<i>SLO #3:</i> Students will be open-minded and consider diverse and alternative points of view.	<u>Insightfully</u> relates concepts and ideas from multiple sources; uses <u>new</u> information to enhance chosen solution; <u>recognizes missing</u> information; <u>correctly</u> identifies <u>potential</u> effects of new information.	<u>Accurately</u> relates concepts and ideas from multiple sources; uses <u>new</u> information to enhance chosen solution; <u>correctly</u> identifies <u>potential</u> effects of new information.	<u>Inaccurately</u> or <u>incompletely</u> relates concepts and ideas from multiple sources; <u>shallow</u> determination of effect of new information on chosen solution.	<u>Poorly</u> integrates information from more than one source to support chosen solution; <u>incorrectly</u> predicts the effect of new information on chosen solution.	<u>Does not</u> identify new information for chosen solution.

<p><i>SLO #4:</i> Students will gather and analyze relevant information.</p>	<p><u>Thoroughly</u> identifies and addresses <u>key</u> aspects of the problem and <u>insightfully</u> uses facts and <u>relevant</u> evidence from analysis to support and defend potentially <u>valid</u> solutions.</p>	<p>Identifies and addresses <u>key</u> aspects of the problem and uses facts and <u>relevant</u> evidence from analysis to develop potentially <u>valid</u> conclusions or solutions.</p>	<p>Identifies and addresses <u>some</u> aspects of the problem; develops <u>possible</u> conclusions or solutions using some <u>inappropriate</u> opinions and <u>irrelevant</u> information from analysis.</p>	<p>Identifies and addresses <u>only one</u> aspect of the problem but develops <u>untestable</u> hypothesis; or develops <u>invalid</u> conclusions or solutions based on <u>opinion</u> or <u>irrelevant</u> information.</p>	<p><u>Does not</u> select and defend a solution.</p>
<p><i>SLO #5:</i> Students will evaluate diverse and alternative points of view.</p>	<p><u>Insightfully</u> interprets data or information; identifies <u>obvious</u> as well as <u>hidden</u> assumptions, establishes <u>credibility</u> of sources on points other than authority alone, <u>avoids</u> fallacies in reasoning; distinguishes <u>appropriate</u> arguments from extraneous elements; provides <u>sufficient</u> logical support.</p>	<p><u>Accurately</u> interprets data or information; identifies <u>obvious</u> assumptions, establishes <u>credibility</u> of sources on points other than authority alone, <u>avoids</u> fallacies in reasoning; distinguishes <u>appropriate</u> arguments from extraneous elements; provides <u>sufficient</u> logical support.</p>	<p>Makes <u>some</u> errors in data or information interpretation; makes arguments using <u>weak</u> evidence; provides <u>superficial</u> support for conclusions or solutions.</p>	<p>Interprets data or information <u>incorrectly</u>; supports conclusions or solutions <u>without</u> evidence or logic; uses data, information, or evidence <u>skewed</u> by <u>invalid</u> assumptions; uses <u>poor</u> sources of information; uses <u>fallacious</u> arguments.</p>	<p><u>Does not</u> evaluate data, information, or evidence related to chosen solution.</p>
<p><i>SLO #6:</i> Students will develop and articulate well-reasoned and supported conclusions or actions about the issue, problem, or idea.</p>	<p>Uses <u>specific inductive</u> or <u>deductive</u> reasoning to make inferences; <u>addresses</u> implications and consequences; identifies facts and relevant information.</p>	<p>Uses <u>logical</u> reasoning to make inferences; <u>addresses</u> implications and consequences; identifies facts and relevant information.</p>	<p>Uses <u>superficial</u> reasoning to make inferences; shows some <u>confusion</u> regarding facts, opinions, and relevant information.</p>	<p>Makes <u>unexplained</u>, <u>unsupported</u>, or <u>unreasonable</u> inferences; makes <u>multiple errors</u> distinguishing fact from fiction.</p>	<p><u>Does not</u> analyze multiple solutions.</p>